

## **A System's Approach to Solving the Rtl Challenge Session II**

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Development

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Virginia Department of Education Rtl Summer Conference  
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### **School District of Lee County Demographics**

- Number of Students – 80,000
- Number of New Students- 16,500
- Percentage Minority/Majority- 52%/48%
- Percentage Free/Reduced Lunch- 65%
- Number of Languages/Countries represented- 98/159

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### **School District of Lee County Demographics**

- Number of Teachers – 4,948
- Number of New Teachers Each Year- 300-600
- Number of District Schools – 94
- 47% of new students to our district perform below grade level standards on district and state assessments.

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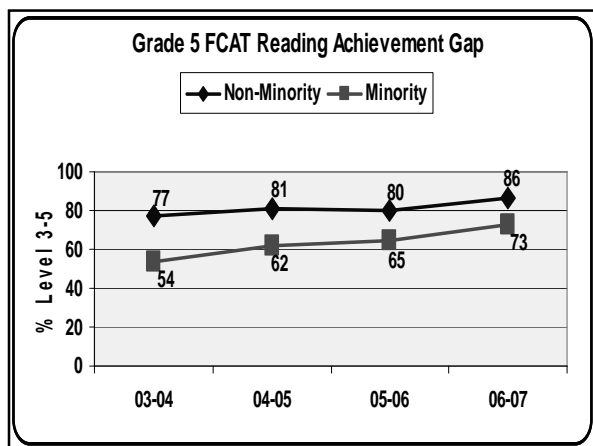
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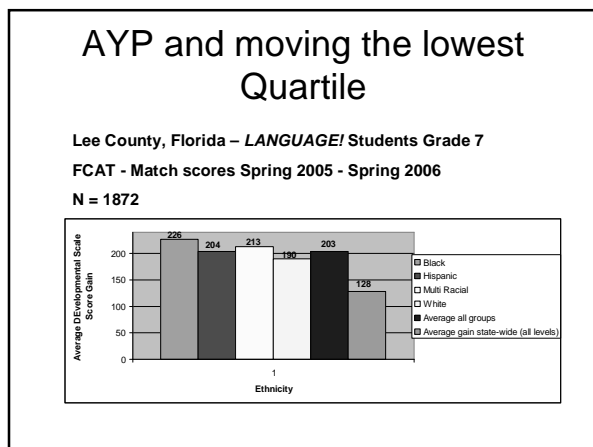
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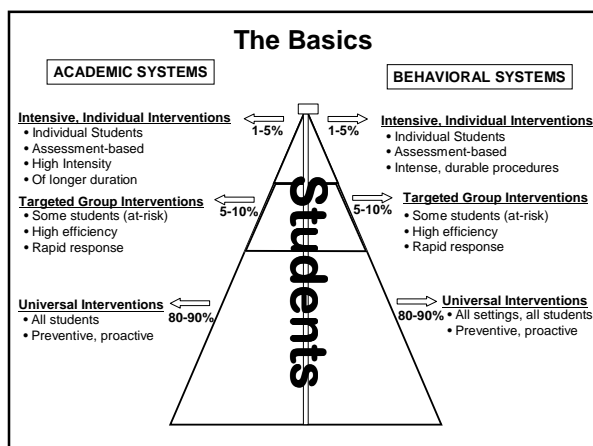
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## System's Considerations

1. Demming---95% of organizational problems are systemic
2. Creates a common language and problem-solving base for all district staff
3. Operationalizes the district vision and mission
4. Creates a common problem-solving framework

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## System's Considerations

5. Moves you from a constant change process to a continuous improvement process
6. Guided by the research and the data
7. Creates a process for reducing variation and possible options
8. All systems left to themselves move toward the greatest state of disorder

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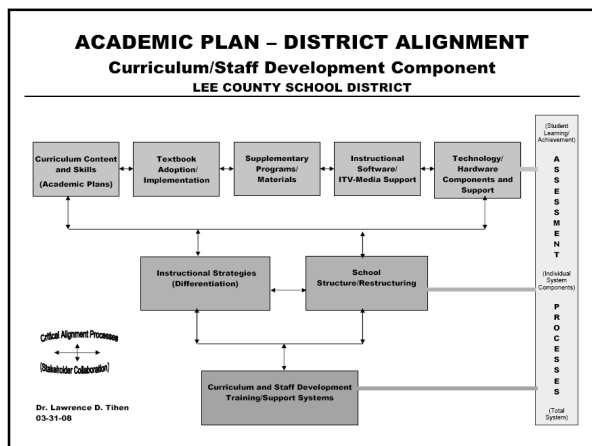
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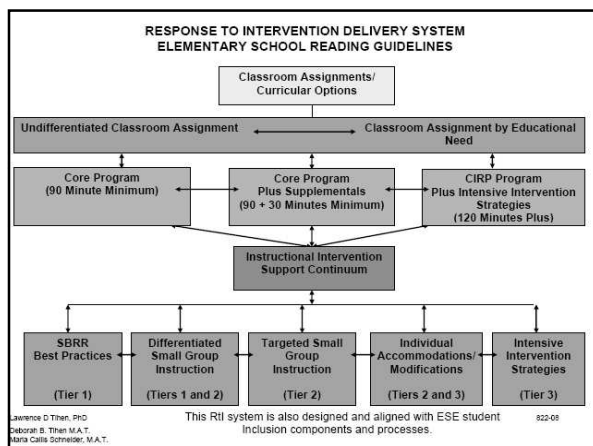
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## Instructional Function of RtI

- Each tier is minimally comprised of four components:

1. Focus of Instruction
2. Group Size
3. Academically engaged time and
4. Frequency of Assessment

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**RESPONSE TO INTERVENTION – READING PROGRAM**  
Elementary Tier Component Guidelines

TIER COMPONENTS	TIER ONE Core	TIER TWO Strategic	TIER THREE Intensive
<u>Focus of Instruction</u>	SBRR Comprehensive Core Reading Program (CCRP)	CCRP with Supplemental Programs/Interventions Targeted to Student Needs	Comprehensive Intervention Reading Program (CIRP) with Intensive Intervention Strategies Targeted to Specific Individual Student Needs
<u>Grouping/Student Assignment Numbers</u>	Large Group with Differentiated Small Groups	Reduced numbers of Students in Both Large and Differentiated Small Groups with <u>specifically targeted</u> instruction	Differentiated Very Small Group and Individual (3 or Less Students per Group)
<u>Academic Engaged Time (AET)</u>	Ninety (90) Minute Block of Uninterrupted Reading Instruction (U)	Ninety (90) Minute Block, with an Additional Thirty (30) Minutes of Intervention (I) <u>Increased, Systematic Explicit Instruction and Practice</u>	120 Minutes Plus – Additional Time Allocated in Relation to the Number and Severity of the Student's Needs (15 to 30 Weeks Intervention) – <u>Heightened, Systematic Explicit Instruction and Practice</u>
<u>Frequency of Assessment</u>	Three to Four Screenings per Year to Monitor Student Progress (DIBELS, FORF, CBA)	Progress Monitoring Every Two Weeks Minimum (Group/Individual) (Cold Reads, CBA)	Individual Assessment Schedule based on the Number and Severity of the Student's Needs (CBAs)

\*Students may experience multiple components across tiers.  
\*\*Students may move from both lower to higher tiers and higher to lower tiers.

The RtI system is also designed and aligned with ESE student inclusion components and processes.

Dr. Laurena Then  
Deborah Burton Then, M.A.T.  
Maria Callis Schneider, M.A.T. 3-30-2009

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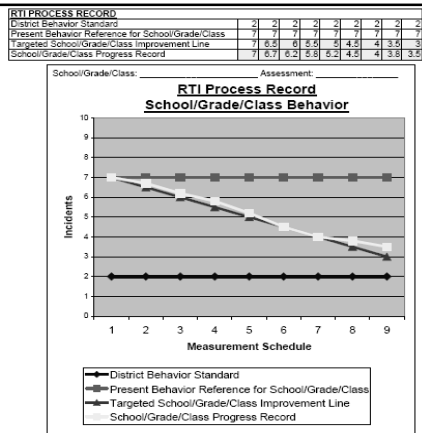
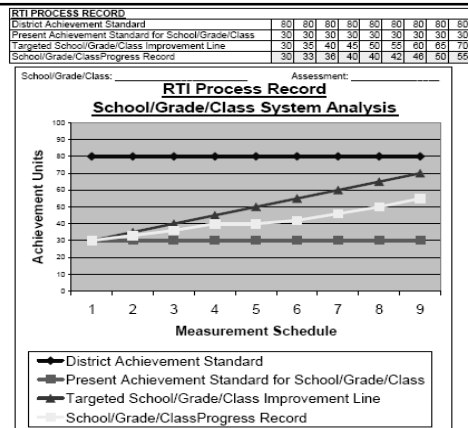
### Alternate Block Intervention Model B 80 to 90 Minute Block

Class Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Reading*	Language Arts*	Reading*	Language Arts*	Reading*
2	Science	Elective	Science	Elective	Science
3	Intensive Math**	Intensive Math**	Intensive Math**	Intensive Math**	Intensive Math**
4	Elective	Social Studies	Elective	Social Studies	Elective

\*Same teacher instructs pending and Language Arts, if possible

\*\*See Algebra Options chart

L. D. Tihen, PhD  
Lee County School District



RTI Process Record										
District Achievement Standard	80	80	80	80	80	80	80	80	80	80
District Achievement Standard for Reference Group	74	74	75	74	74	74	75	75	74	74
Present Achievement Standard for Reference Group	30	35	40	45	50	55	60	65	70	74
Targeted Student Improvement Line	30	33	36	40	40	42	46	50	55	55
Student Progress Record										

Student Name: \_\_\_\_\_ Assessment: \_\_\_\_\_

### RTI Process Record

#### Percent/Percentile Score

Measurement Schedule	District Achievement Standard	Present Achievement Standard for Reference Group	Targeted Student Improvement Line	Student Progress Record
1	80	74	30	30
2	80	74	35	33
3	80	75	40	36
4	80	74	45	40
5	80	74	50	40
6	80	74	55	42
7	80	75	60	46
8	80	75	65	50
9	80	74	70	55

**Legend:**

- ◆ District Achievement Standard
- Present Achievement Standard for Reference Group
- Targeted Student Improvement Line
- Student Progress Record

RTI PROCESS RECORD									
District Achievement Standard									
50	60	68	80	80	80	80	80	80	80
Present Achievement Standard for Reference Group									
54	64	70	80	80	80	80	80	80	80
Targeted Student Improvement Line									
30	35	40	45	50	55	60	65	70	
Student Progress Record									
35	33	38	40	45	42	48	50	55	

Student Name: \_\_\_\_\_ Assessment: \_\_\_\_\_

### RTI Process Record Fluency-WCPM

Measurement Schedule	District Achievement Standard	Present Achievement Standard for Reference Group	Targeted Student Improvement Line	Student Progress Record
1	90	80	30	30
2	90	80	35	33
3	90	80	40	38
4	90	80	45	40
5	90	80	50	45
6	90	80	55	42
7	90	80	60	48
8	90	80	65	50
9	90	80	65	55

RTI PROCESS RECORD	
District Achievement Standard	6.2 8.2 8.2 8.2 6.2 8.2 8.2 8.2 8.2
Present Achievement Standard for Reference Group	7.5 7.5 7.5 7.5 7.5 7.5 7.5 7.5 7.5
Targeted Student Improvement Line	3 3.5 4 4.5 5 5.5 6 6.5 7
Student Progress Record	3 3.3 3.6 4 4.2 4.5 5 5.5 6.5

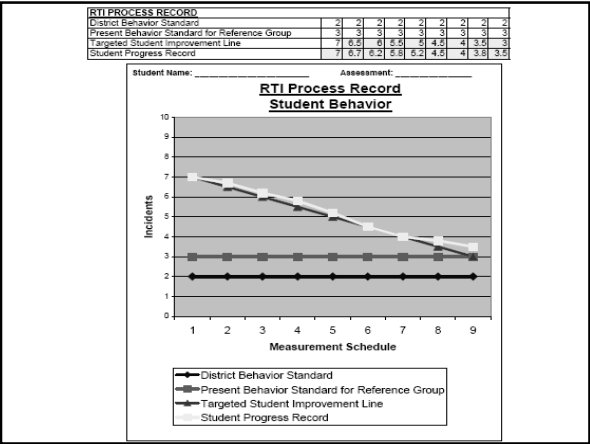
Student Name: \_\_\_\_\_ Assessment: \_\_\_\_\_

**RTI Process Record**  
**Flexible Measurement Units**

Measurement Schedule	District Achievement Standard	Present Achievement Standard for Reference Group	Targeted Student Improvement Line	Student Progress Record
1	6.2	7.5	3.0	3.0
2	8.2	7.5	3.5	3.3
3	8.2	7.5	4.0	3.6
4	8.2	7.5	4.5	4.0
5	6.2	7.5	5.0	4.2
6	8.2	7.5	5.5	4.5
7	8.2	7.5	6.0	5.0
8	8.2	7.5	6.5	5.5
9	8.2	7.5	7.0	6.5

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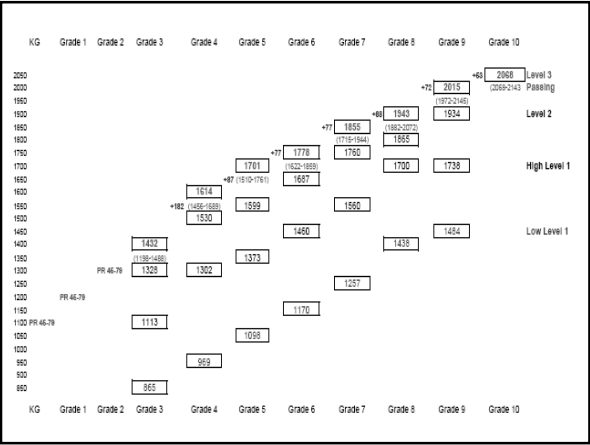
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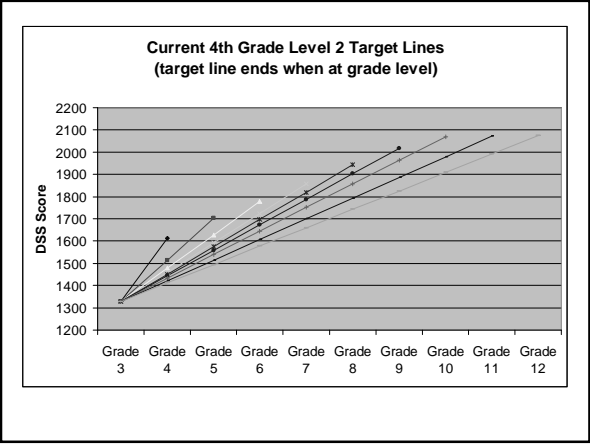
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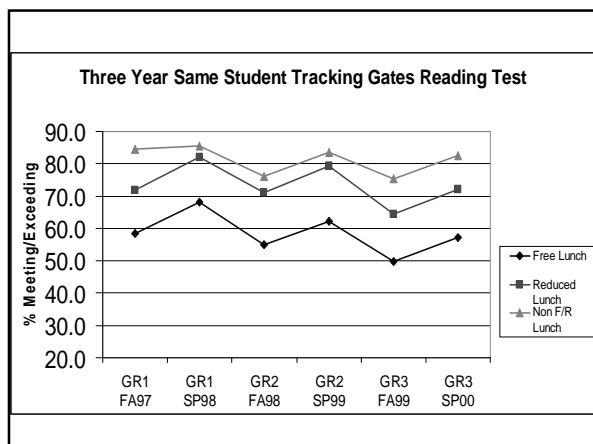
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**Grade 4 ORF3 versus FCAT Achievement Levels**  
School Year 2005/06

ORF3	FCAT Achievement Level										Total
	Level 1		Level 2		Level 3		Level 4		Level 5		
	N	%	N	%	N	%	N	%	N	%	
8	7	100%	0	0%	0	0%	0	0%	0	0%	7
15	5	100%	0	0%	0	0%	0	0%	0	0%	5
20	20	100%	0	0%	0	0%	0	0%	0	0%	20
25	19	20%	0	0%	1	2%	0	0%	0	0%	20
30	27	95%	3	10%	0	0%	0	0%	0	0%	30
35	32	95%	6	18%	5	2%	0	0%	0	0%	38
40	77	44%	93	56%	18	10%	1	1%	0	0%	111
45	55	33%	46	27%	50	30%	6	4%	0	0%	157
50	22	33%	35	53%	78	42%	13	7%	0	0%	81
55	12	23%	23%	43%	119	44%	4	7%	1	0%	271
60	38	14%	120	45%	185	44%	33	12%	4	1%	308
65	68	11%	69	12%	161	28%	33	6%	7	2%	333
70	29	11%	46	19%	114	29%	52	21%	4	2%	233
75	8	2%	16	7%	58	41%	19	40%	12	6%	86
80	3	2%	10	12%	58	33%	67	44%	8	5%	154
85	4	3%	11	8%	44	38%	48	40%	11	9%	116
90	3	3%	6	6%	32	33%	40	42%	5	5%	64
95	2	3%	1	2%	15	26%	38	57%	7	12%	58
100	0	0%	0	0%	12	22%	23	43%	15	28%	53
105	0	0%	0	0%	5	18%	10	33%	7	22%	32
110	0	0%	0	0%	3	18%	17	41%	7	41%	17
115	0	0%	0	0%	1	17%	1	17%	3	50%	4
120	0	0%	0	0%	1	50%	0	0%	1	50%	2
125	0	0%	0	0%	1	20%	0	0%	3	75%	4
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735	0	0%	0	0%	1	100%	0	0%	0	0%	1
740	0	0%	0	0%	1	100%	0	0%	0	0%	1
745	0	0%	0	0%	1	100%	0	0%	0	0%	1
750	0	0%	0	0%	1	100%					




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**Thank you**  
for the contributions **You** make to **RtI**  
for the **Students** in your districts!




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**Contact Information**

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